

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 2px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -2 PM 3:38 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	<small>Place date stamp here</small>
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center; margin-top: 10px;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization Name	County-District #	Campus Name	Amendment #
Valley View ISD	Hidalgo - 108916	Valley View High School, Early College Campus (ECC)	
Vendor ID #	ESC Region #		
1997418	Region 1		
Mailing address		City	State ZIP Code
9701 S. Jackson		Pharr	TX 78577

Primary Contact

First name	M.I.	Last name	Title
Nancy	E	Montemayor	Grant Writer
Telephone #	Email address		FAX #
(956) 340-1039	nemontemayor@vviewisd.net		(956) 843-8688

Secondary Contact

First name	M.I.	Last name	Title
Jorge	G	Martinez	Technology Director
Telephone #	Email address		FAX #
(956) 340-1120	jgmartinez@vviewisd.net		(956) 843-8688

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Rolando		Ramirez	Superintendent
Telephone #	Email address		FAX #
(956) 340-1000	rramirez@vviewisd.net		(956) 843-8688

Signature (blue ink preferred)

Date signed

1/30/18

Only the legally responsible party may sign this application.

701-18-103-043

Schedule #1—General Information

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	Valley View ISD has a 2016–2017 Technology Plan on file with TEA. A copy of the filing certificate has been attached to this application.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$ N/A	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.		N/A	
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 108916

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The campuses that will be served with these funds are as follows: Valley View Early College Campus and Valley View High School

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Valley View ISD teachers, staff, and administrators are committed to providing a technology-rich environment for all students. The district embraces the integration of technology into our district goals because it is a tool that provides students with differentiated instruction and promotes cognitive skills. Our vision is to explore and evaluate new emerging technological methodologies to be incorporated into curricula to facilitate knowledge construction while providing equitable technology access for all students. Which is why we are excited about the possibility of making electronic devices personally available to students throughout the high school with the Technology Lending Program Grant (TLPG), a program currently unavailable in our district. To increase technology effectiveness, Valley View ISD is requesting TLPG funds to implement and facilitate the **lending of digital devices** to economically disadvantaged students. This unique lending program has been designed to ensure that ALL eligible high school students can have access to and utilize technology both at school and at home as an extension to the classroom. The purpose of the lending program, as envisioned by the **Texas Long-Range Plan for Technology**, is to support students' meaningful learning and increase academic competencies with the use of digital materials accessible through **personal** Internet-ready technology devices. These devices will grant students in need with access to **digital instructional materials** off campus, making technology resources more meaningful and impactful. Why? SMART Technologies recently published a large-scale research study that increased the urgency for both educational institutions and industry to work harder to find a more effective approach on the impact of technology.

The district does not have a technology lending program currently in place. Existing technology devices, which include classroom computers, laptops, Chromebooks, and iPads are used within the school and not available to check out for use outside school grounds. TLPG funds will provide Internet **MiFi** devices to economically disadvantaged students to be checked out on a needs basis in order for students to access digital content from home. MiFi is known as the brand name used to describe a wireless router that acts as a mobile Wi-Fi hotspots. The district plans to implement the technology lending program at Valley View High School and Valley View Early College Campus (ECC) because these have been identified as the schools with greatest need. Priority will be given to these economically disadvantaged students who are enrolled in college classes and that do not have access to Internet connections at home.

The lending program will be aligned to the campus goals already in place. The current mobile device policy will be revised to adhere to the TLPG Policy as well. To provide expanded options to students enrolled in high school, with a student population of over 89% deemed economically disadvantaged, the campus offers a T-STEM Program that opens up opportunities for more students to graduate college ready in STEM related fields. The Early College Campus, with over 93% of its students deemed economically disadvantaged, offers college classes as a prerequisite for students to graduate with a Spanish Medical Minor. These existing efforts from the High School TSTEM Program and ECC encourage VVUSD students to pursue a post-secondary education as they work towards an Associate's Degree in the field of their choosing. The Technology Lending Program will support these opportunities for more VVUSD students, mostly low-income Hispanic students, to become academically successful and college ready by ensuring that they have dedicated access to digital instructional materials with a personal Chromebook. **Equitable access** will be a major focus of this project. TLPG funds will help meet the District Technology Plan goals and objectives as listed in the 2017-2018 District Improvement Plan. To extend learning beyond the confines of the school day, and to bridge the digital divide in communities and homes across the district, Valley View ISD has also created hot spots at community centers and other anchor community locations such as parks/centers (Valle Alto Park and Jones Box Park). In addition, the Valley View ISD Technology Planning Committee has developed a plan to infuse educational technology into the curriculum. The core components of the technology plan are focused on (a) teaching & learning, (b) educator preparation and development; (c) Administration and Support Services and (d) infrastructure for technology.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

To monitor progress and success of the program, assessments will begin with baseline testing at the onset of the school year to determine retention of knowledge from the previous year. Students not performing satisfactorily on these assessments will be required to attend tutoring and/or referred to the RTI Committee for placement in more targeted interventions. Weekly monitoring, along with data disaggregation with the DMAC program, will allow teachers and intervention specialists to adjust instruction and student use of digital devices, as necessary. The results from the data assessments will also allow for further remediation or referral to special programs prior to STAAR testing and end-of-year assessments. Progress monitoring shall also include the number and percent of participating students who demonstrate proficiency on the Technology Applications Texas Essential Knowledge and Skills (TEKS) for their grade level as measured by program criteria.

It has been claimed that the best technology tools are those that encourage students to be active participants and promote collaborative learning. In September 2015, the Organization for Economic Cooperation and Development (OECD) released a report concluding, based on their research, that a new approach to technology in schools is needed. It is integral to success that the technology being used promote teacher-student interaction. It is to our student's advantage that these practices are already in place. Valley View HS and ECC have included the use of technology tools across curriculum subject areas in all grade levels. This is made possible because every student in the district has access to a personalized Gmail (email) account which can be used with Google Classroom. Teachers email a class or group of students a specific assignment with instructions, deadlines, and guidelines for submission. Students are able to open a link to view the assignment and create documents using google docs. They then submit the completed assignment electronically by following the specified link or by simply following the instructions in the google classroom email. This technology allows students to better interact and receive feedback from their teachers which is much more likely to produce positive results. The district also orders new textbooks as an online resources instead of a traditional printed books. These digital instructional materials are accessible in all classrooms and throughout the campus. With the TLPG, digital instructional materials, Google Classroom, and E-books, will be available for student access from home using the new Chromebooks.

The impact of each technology tool is measured by how well it empowers students to be active participants, use skills to create their own content, and work together with their peers and teachers. That is why upper leadership/district administration will meet quarterly to assess the fidelity of the program and also to comply with the grant activities to state/federal regulations. Stakeholders include, but not limited to, the Superintendent of schools, Assistant Superintendent, Principals, Director of Technology, and the Grant Writer to manage the project timing, project goals in order to have a successful implementation plan, and monitor Education Success Measures (ESMs) and key implementation factors as follows:

1. Increase: State test scores (measuring for learning)
 - a. Number and percent of participating students show increase in academic achievement and attendance
 - b. Online collaboration - students use technology daily for online collaboration (peer assignments, simulations, and online media resources)
 - c. Core subject - technology is integrated into core curriculum weekly or more frequently
 - d. Online formative assessment - assessments are done at least weekly.
 - e. Number and percent of participating students demonstrate Technology TEKS proficiency
2. Reduction: Paperwork reduction
 - a. Google classroom and Google drive
 - b. Search engines- students use daily at school and at home
 - c. **E-Books:** The district also orders new textbooks as an online resources **instead of a traditional printed books** and uses PLATO as a credit recovery program. These digital instructional materials are accessible in all classrooms and throughout the campus. With the TLG, digital instructional materials, Google Classroom, and e-Books, will be available for student access from home using the new Chromebooks.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 108916			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$10,317.60	\$	\$10,317.60
Schedule #9	Supplies and Materials (6300)	6300	\$39,621.50	\$	\$39,621.50
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0
Total direct costs:			\$49,939.10	\$	\$49,939.10
Percentage% indirect costs (see note):			N/A	\$	\$0
Grand total of budgeted costs (add all entries in each column):			\$49,939.10	\$	\$49,939.10
Administrative Cost Calculation					
Enter the total grant amount requested:					\$ 50,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$7,500
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 10896

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	MiFi wireless services - will provide wireless Internet services for Google Chromebooks - \$42.99 per month x 12 months x 20 students identified as most in need	\$ 10,317.60
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$10,317.60
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a and b) Grand total		\$10,317.60

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)					
County-District Number or Vendor ID: 108916			Amendment number (for amendments only):		
Supplies and Materials Requiring Specific Approval					
				Grant Amount Budgeted	
6300	Total supplies and materials that do not require specific approval:				\$ 39,621.50
	Item	Price	Amount	Cost	
	HP Chromebook	\$236.00	131	\$30,916.00	
	Google Mgt License	\$25.50	131	\$3,340.50	
	Charging Cart 30	\$1,073.00	5	\$5,365.00	
	Total			\$39,621.50	
Grand total:				\$ 39,621.50	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 108916		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$ 0
Grand total:		\$ 0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 108916		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized		N / A		
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds															
County-district number or vendor ID: 108916										Amendment # (for amendments only):					
Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.															
Student Category	Student Number	Student Percentage	Comment												
Economically disadvantaged	1,312	90%	1,065 out of 1,173 students at High School (90.8%) 90.4% of 262 9th grade students at ECC												
Limited English proficient (LEP)	478	29%	299 out of 1,173 students at High School (25.5%) 43.9% of 262 9th grade students at ECC												
Disciplinary placements	50	2.8%	19 out of 1,173 High School students (1.6%) 31 students at ECC (4.6%)												
Attendance rate	1,435	95%	VVHS 94.3% ECC 96.1%												
Annual dropout rate (Gr 9-12)	7	0.6%	7 out of 1,173 VVHS students did not meet graduation requirements												
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type:		<input checked="" type="checkbox"/> Public		<input type="checkbox"/> Open-Enrollment Charter				<input type="checkbox"/> Private Nonprofit			<input type="checkbox"/> Private For Profit			<input type="checkbox"/> Public Institution	
Students															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
										384	405	353	293	1,435	

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Schedule #13—Needs Assessment

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Since the onset of technology implementation in Valley View ISD, thorough needs-based assessments have been conducted consisting of surveys, input from teachers and administrators, STAAR and Benchmark data analysis, and recommendations from campus site-based committees and Districtwide Educational Improvement Council (DWEIC) meetings. Staff members have completed locally developed surveys and participated in the Texas STaR Chart. Each school has graphed the results annually and used the information to identify strengths, weaknesses, needs, and plan for staff development opportunities. Additionally, staff teams administer, observe, and score the student performance assessments at each grade level and note the skills in which students need assistance. Manual audits, software and hardware inventory, and local surveys help the district assess the needs of its infrastructure.

A Comprehensive Needs Assessment was conducted and posted on the District Improvement Plan on November 7, 2017. Needs assessment findings are as follows:

Technology Weaknesses

- Increase customer service communication and awareness
- Limited technology grant opportunities
- Limited yearly funding for technology projects & initiatives to sustain technology

Technology Needs

- Increase student to computer ratio
- Implement a technology replacement plan (funding) for future technology purchases e.g. (computers, iPads, Chromebooks, Video Projector, interactive boards) in 4-5 year cycle
- Increase technology budget to continue the network infrastructure upgrades.

In order to **prioritize the campus(es)** with the highest needs, Valley View ISD conducted the above mentioned needs assessments. It found that the campuses with the most needs are Valley View High School and Valley View Early College Campus (ECC).

Valley View High School		Valley View Early College Campus	
Campus Enrollment	1,173	Campus Enrollment	262
Campus Economically Disadvantaged	90%	Campus Economically Disadvantaged	90%
Lending Units Available	60	Lending Units Available	30
Student to Technology Lending Ratio	20:1	Student to Technology Lending Ratio	8:1
Approved 2016-2017 Technology Plan	Yes	Approved 2016-2017 Technology Plan	Yes

The district will implement the technology lending program at Valley View High School and Valley View Early College Campus to provide students with dedicated access to a personal Chromebook to be able to use digital instructional materials and curriculum resources from home at any time during the day when not in school. This will meet the goals of the **Long-Range Plan for Technology** with the provision of **equitable access** to technology tools and **adequate connectivity** to ensure effective use of technology resources.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase Equitable Access of Technology to All Students: Not all students own a personal device to complete homework assignments and perform investigative tasks. The TLPG will assist in providing powerful learning devices; access to mobile devices that connect learners and educators to the vast resources of the Internet and facilitate communication and collaboration	The students will be able to use a ChromeBook with internet at home as an extension of their learning outside the classroom: complete assignments using Google Docs, Google Classroom. Students will be able to do research tasks for projects, presentations, and research papers that traditionally are worked on only at school. The lending program will support teachers by allowing students to be more focused on learning than working on assignments and research processes during instructional time.
2.	Student lack Internet access at home and also the technology resources so it's difficult for them to submit homework assignments on time and they miss out on the collaboration piece in order to access high quality online digital learning content.	The TLPG funds will provide Internet MiFi devices to the Valley View High School and Valley View Early College Campus economically disadvantaged students. These devices will be available for the students to check out on a needs basis in order for students to access digital content from home. To extend learning beyond the confines of the school day, and to bridge the digital divide in communities and homes across Valley View ISD, the district has created hot spots at community centers and other anchor community locations such as parks/centers (Valle Alto Park and Jones Box Park).
3.	Valley View High School campus has 89% (1,222) of economically disadvantaged students enrolled. Valley View Early College campus has 93% (235) 9th graders of economically disadvantaged students enrolled. 2017-2018 Fall PEIMS Snapshot Submission	The TLPG Chromebook technology will provide a new opportunity for traditionally underserved populations to have equitable access to online high-quality educational experiences. Students deserve equal access to the Internet, high-quality content, and devices when they need them on a check out basis. This will help bridge the existing gap between those that have access to a device and those that do not due to limited means.
4.	Families/ parents/ students lack Internet enabled devices at home.	Students will be able to access the district's online resources from home after school hours. This will include access to the following resources. <ul style="list-style-type: none"> • Parent portal • Grade book • Google Apps [Classroom, Docs, Sheets, Slides]
5.	Reduce the Instructional burden for teacher.	By providing additional Chromebook devices of the same type, teachers will not have to worry about managing different activities to support multiple platforms and device types. These devices will be centrally managed to extend the privacy and security features and connected to the district network. Content Internet filtering will be implemented to provide CIPA compliance.

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Schedule #14—Management Plan					
County-district number or vendor ID:		108916		Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Superintendent	Mr. Rolando Ramirez holds a Master in Educational Administration and a Bachelor of Arts in Political Science. With 23 years of educator experience, he will be responsible for providing district level support and accountability for program implementation			
2.	Technology Director	Mr. Jorge Martinez holds a Master in Educational Technology and has over 20 years of experience in the K12 sector in technology encompassing budgeting, planning, project/vendor management and administering the federal e-Rate program for the district. Mr. Martinez will be the point of contact for the district in administering the project execution.			
3.	Principals	Mr. Jesus Garza holds a Master in Educational Administration, 14 years of educator experience, and has been the High School principal for 9 years. Ms. Tammie Garcia holds a Master's in Education, 25 years of educator experience, and has been the principal at Early College Campus for 5 years. They will provide campus level support and accountability.			
4.	Librarians	VVHS- Belinda Luna holds a Master in Library, 16 years educator experience, and librarian for over 12 years. ECC - Jaime Perez holds a Master in Science, 17 years educator experience, and librarian for 9 years. They will be responsible for inventory, distributing, and collecting each of the portable devices according to the district policies.			
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone		Begin Activity	End Activity
1.	Planning: Procurement, setup/configure the technology devices	1.	Purchase the technology devices.	05/01/2018	06/30/2018
		2.	Setup/configure each of the technology devices to the district Google management console	06/20/2018	07/20/2018
		3.	Add mobile devices to our web filtering appliance to block inappropriate websites	06/20/2018	07/20/2018
		4.	Inventory/label devices before distribution	06/20/2018	07/20/2018
2.	Awareness: Communication and roll out plan	1.	Inform parents of loaner device availability	05/01/2018	06/30/2018
		2.	Distribute the technology lending grant agreement form to parents/guardians.	05/01/2018	06/30/2018
		3.	Parent and student training on device use and care	07/01/2018	08/30/2018
		4.	Devices will be ready to check out from the library	12/01/2018	1/30/2019
3.	Preparation Action: Final execution to focus on home Internet	1.	Identify the students who do not have Internet at home or Internet access was canceled	10/01/2018	11/30/2018
		2.	Provide the Internet web access consent forms and have the parent signed before issuing the MiFi	12/01/2018	1/30/2019
		3.	Issue the MiFi wireless Internet device	12/01/2018	1/30/2019
4.	Ongoing support: Preventative maintenance	1.	Create a maintenance schedule to conduct physical inspection/verify updates with latest Chrome OS	12/01/2018	8/31/2019
		2.	Document and repair any damages to the devices	12/01/2018	8/31/2019
		3.	Replenish the most common spare parts needed	12/01/2018	8/31/2019
5.	Ongoing support: Monitor device usage	1.	Provide usage reports to principals on the district online resources via Clever reporting	12/01/2018	8/31/2019
		2.	Meet with Superintendent and Principals to review usage and identify areas of high need or low usage	12/01/2018	8/31/2019
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.					

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Current Procedures: VVISD uses curriculum-based exams to measure student attainment of goals and objectives. An extensive analysis of weekly and six weeks' DMAC assessment data allows campus administration/faculty to pinpoint areas of weakness and detect which learning objectives are not being met, thus considered areas in need of improvement. Data analysis findings are incorporated into a campus Plan of Action which can be **adjusted** after each assessment. The attainment of district goals is monitored when walk through observations are conducted district-wide by a team of directors and district administration. **Data is shared**, discussed, and reviewed with teachers during Tuesday grade level meetings each week and with campus administration, superintendent, and a team of directors during campus visit planning meetings. Superintendent Mr. Rolando Ramirez conducts Principals/Directors administrative team meetings to review campus test scores and programs, discuss current progress, evaluate plans of action, share strategies and goals, and help guide with decision-making for any needed adjustments. Any changes for staff, students, or parents are **communicated in writing** through email and website. District data is also **shared with parents and community** during PTO meetings, School Board Meetings and through School Messenger/Notification System.

Technology Lending Project Monitoring: Campus teams will collect data from teachers and students to monitor implementation of objectives and attainment of goals. Detailed records of student usage will be compiled and made available at DWEIC Meetings. District team will review data analysis and conduct a needs assessment to determine the strengths and weaknesses while suggesting measures to improve and enhance the benefits of the program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district does not have a technology lending program currently in place. Existing technology devices are used within the school and not available to check out for use outside school grounds. There will be a systematic process in place to **maximize the effectiveness** of grant funds as follows:

Phase 1: Planning

Goal: Determine which tasks to include in the customized communications plan. Assign ownership and execution dates to each task as defined in Schedule #14 Part2. **Timing:** Planning will take place prior to issuing out the devices to students during the preparation days at the beginning of the project/school year.

Phase 2: Awareness

Goal: Introduce teachers, students and parents/stakeholders to the TLPG and explain the initiative benefits. **Timing:** Prior to issuing out the devices to students during the preparation days at the beginning of the project/school year.

Phase 3: Preparation

Goal: Provide students with username and password information. Instruct students how to connect to the wireless MiFi and access the online digital content. **Timing:** A day after the completion of Phase 2.

Phase 4: Action Goal: Request that teachers send home the Student Instruction Letter that informs students/parent/guardian how they can access online resources via the district learning platforms. **Timing:** A day after the completion of Phase 3, ideally this shall occur before the first day of school in August.

Phase 5: Ongoing Support

Goal: Remind students and teachers where to find training and support resources. Reinforce the district's process for requesting help from district's technology department staff. **Timing:** After the first week of school.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Clever reports [login and application usage.	1.	Number of devices correlating to the students accessing the online digital content.
		2.	Number of unique users that have logged in to an individual application.
		3.	Number of unique users who have logged in at each school site.
2.	Signed technology lending agreement and web access forms	1.	Number of students who checked out the devices by grade level
		2.	Number of students who lack Internet service at home.
		3.	Number of students accessing the online curriculum resources.
3.	Teacher feedback and student engagement reports	1.	Student participation and homework assignment scores
		2.	Benchmarks test scores for students leveraging the devices at home.
		3.	Student survey on the technology lending program of devices
4.	Inventory Log	1.	Destiny Follett circulation library reports on the number of devices checked out and duration.
		2.	Number of devices that were lost or damaged [associated cost]
5.	Preventative maintenance logs	1.	Number of devices that are service for semester 1 and 2
		2.	Number of time each device was service or had prior issues
		3.	Turnaround time to service the device and returned to library for check out

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district **collects data** throughout the year to be shared, discussed, and reviewed with teachers during Tuesday grade level meetings each week and with campus administration, superintendent, and a team of directors during campus visit planning meetings. Campus principals will have the required data from the **Clever reports** and **Inventory log** to assess usage and gauge the students' success that are actively using the devices. Student usage shall be based on access learning websites, online learning portal, video posted online in Google Drive, Digital textbook/EBooks. The district will utilize systems already in place to compile the needed data along with student achievement, attendance, test results, grade reports to determine program success and fidelity of the program. The implementation best practices is important as the technology devices and the value of technology in terms of student achievement will depend on the quality of its implementation. That is why upper leadership/district administration will meet quarterly to assess the fidelity of the program and also to comply with the grant activities to state/federal regulations and includes but not limited to the Superintendent of schools, Assistant Superintendent, Principals, Director of Technology, and the Grant Writer. Education Success Measures (ESMs) and Key implementation factors are as follows: increase state test scores to exceed 80% mastery (measuring for learning), online collaboration - students use technology daily for online collaboration (peer assignments, simulations, and social media), core subject - technology is integrated into core curriculum weekly or more frequently, online formative assessment - assessments are done at least weekly, reduction of paperwork, Google classroom and Google drive, students' daily use of search engines at school and at home.

Valley View ISD will align with the **Long-Range Plan for Technology** by continuing to integrate digital curriculum content standards to meet the needs of the 21st Century workplace, providing quality instructional materials in digital format, providing **equitable access** to technology tools, and **adequate connectivity** to ensure effective use of technology resources.

*clever reports - reporting tools that measure the scheduled plan of service against the service that was actually delivered

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108916

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **equipment currently available** to Valley View High School and ECC students are multiuser devices that are not available for lending. The equipment is needed for daily use by all students in the classroom, computer labs, and library. Students have the convenience of on-site readily available technology equipment at each campus and benefit from accessing digital media and online instructional resources that are aligned to TEKS curriculum standards.

Existing Technology Equipment	Early College Campus	High School
Computer Labs	120	216
Mac Lab	24	18
Library Lab	24	24
Library open area	16	16
Classrooms Computers	120	75
Chromebooks	158	354
iPads	50	100

These resources, including Wi-Fi connectivity, are available in the classrooms and computer labs throughout the campus. Other technology resources available in all the classrooms include EiKi projectors, document readers, and Smart Boards. EiKi projectors and document readers facilitate teachers' instructional delivery and creates a better student understanding of content area with problem based-learning that is modeled. Smart Boards, interactive front-of-room display hardware, integrate differentiated instruction that meets the needs of diverse learners by targeting diverse learning styles. SMART Technologies found that classrooms that incorporate group activities see a 20% increase in social and emotional skill development, 13% increase in student participation in a classroom where students feel safe to contribute their ideas, answers and thoughts without hesitation, 16% increase in peer discussion in which students discuss their findings with each other, 23% increase in active engagement in rich discussions where everyone participates in lessons, and 27% higher interdependence that allows for group work that involves all participants, not just some. The availability of all of these pieces of equipment allows for the successful integration of varied technologies in the classroom that significantly and positively impacts student success. The district will leverage existing devices by making them accessible to students through the lending program as needed.

The district has a history of coordinating funds to better serve the needs of students and staff. **Other available funding** for the purchase of student technology devices is the district general fund, Instructional Material Allotment (IMA) funds, and Title IV Sub Part 1 - Supplemental Technology funds. These funds have already been allocated towards the technology equipment that will help meet district goals, such as the ChromeBook Pilot Program Initiative.

The proposed budget has been created to adequately support the activities outlined in this grant proposal. TLPG funds are needed to purchase the necessary equipment to provide economically disadvantaged students with access to technology resources anytime and anywhere, which may very well be a college classroom at a neighboring institution and not within the high school.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108916

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending program aligns with the district mission / goals, technology plan, curriculum goals, and district improvement plan goals that stress the importance of student use of technology and digital instructional resources.

District Mission

To stress the importance of student use of technology, Superintendent Rolando Ramirez, set a **district mission** with the ChromeBook Pilot Program Initiative in September 2015. The mission is to place a ChromeBook in the hands of every student in the district. Mr. Ramirez took it upon himself to request quotes to start building the digital device inventory for the district. By November 2015, he had received quotes, one that included Chromebook 4GB model designed for education which included Chrome Management service, charging carts, asset tagging

District Goals

Goal I - Improve academic readiness: Each campus must meet their respective goals of 85% or higher in all tested subjects. ELL and Special Ed students must show significant gains in their test scores of a minimum 10% point increase. Advanced Placement scores in all subject areas must improve with a minimum of 70% of the students passing the exam.

Goal II - District-wide TSTEM initiative will be incorporated at all campuses. Technology must be evident in classroom instruction.

Goal IX - District will ensure financial stability for the success of our students.

Curriculum Goals 2017-2018

1. By June 2018, all tested area curriculums, curriculum bulletin, student handbooks and student code of conducts will be linked and uploaded to provide easy (online) access.
2. By January 2018, the curriculum department will provide access to online programs to facilitate and standardize the following areas: State testing, GT trainings, TTESS/TPESS, Professional Development calendars, Credit by Exams, and required trainings.
3. By May 2018, student state assessment scores will increase by 10% in ELA and 8th grade Social Studies as measured by 2016 standards

Technology Plan

The purpose of the Valley View ISD Technology Plan is to provide a coordinated, multi-year blueprint for the development of educational technology and implementation of technology related curriculum within the community. The primary goal is to improve student performance at every grade level and to develop technology-based strategies in order to exceed present academic goals.

District Improvement Plan**District Improvement Plan Goal 4 - Valley View ISD will stay current with technology and applications**

Goal 4: Objective 1 Incorporate strategies that require use of Higher Order Thinking Skills (HOTS) through the implementation and integration of technology applications.

Strategy 1. Implement the state adopted electronic instructional materials for Technology Applications TEKS in the content areas.

Strategy 3. Evaluate and implement new media technologies and applications as they emerge.

Goal 4: Objective 2 Use technology-based instructional materials and software to enhance and enrich student learning.

Strategy 2. Continue Google Apps integration for students, teachers and administration that will enable real-time collaboration and innovation.

Goal 4: Objective 3 Continue to equip classrooms with multimedia equipment to help facilitate instruction and engage students. Strategy 1. Incorporate Internet safety/bullying into curriculum (Implement Online Curriculum such as iSafe).

Strategy 4. The District will maintain security measures including anti-virus protection, intrusion detection, firewall, web filtering, email filtering and backups to ensure network integrity and availability.

Strategy 6. The District will update Acceptable Use Policies as needed.

Goal 4: Objective 4. Standardize equipment to help maximize return on investment and optimize teacher utilization.

Strategy 7. Sustain the community Wi-Fi project. **Objective 5** Strategy 2. Continue to provide mobile devices and applications.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Valley View Independent School District is a public school district covering 10 square miles (26 km²) in the cities of Hidalgo, and Pharr, Texas. Located just 2 miles (3.2 km) from the border with Mexico, Valley View ISD serves 4,366 students in Grades PK-12. Due to the proximity of all schools and the bus routes taking no longer than 30 minutes the district has not entertained the idea of having wireless access on **school buses**, mostly due to cost and low usage.

The district will provide **Internet access MiFi device** to the homes of students identified in the initial implementation and to the families whose parents/guardians submitted a signed Technology lending grant agreement and Internet web access consent form. To extend learning beyond the confines of the school day, and to bridge the digital divide in communities and homes across Valley View ISD, the district also is creating hot spots at **community centers** and other anchor community locations such as parks centers (Valle Alto Park and Jones Box Park).

In June 2017 the district hosted the ribbon cutting ceremony for the community for the Early College Campus Walking Trail. As we promote our academic and extra-curricular programs we have improved our facilities to offer our students the best opportunities to be successful. We completed our community walking trail and athletic center with exercise stations and free **Wi-Fi** for the **community** to use. We have a basketball court, two volleyball pits, 2 soccer fields, 1 football field, and 1 baseball field for the community to use every day from 6:00 p.m. to 10:00 p.m.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Valley View ISD has a district wide curriculum that asks for use of technology as an extension of the classroom. Implementation of technology guides the instructional goals when updating/modifying the district curriculum each year.

Curriculum Goals 2017-2018 - Secondary Schools

1. Provide additional **curriculum** and **resources** targeting English Language Arts & Social Studies Intervention classes: English I and English II Intervention classes and 8th Grade Social Studies
2. Target specific weaknesses within the curriculum, ongoing training, and implementation
3. Efficiency and access for **online material**

Valley View HS and ECC have included the use of Chromebooks in the ELA lesson plans. This is made possible because every student in the district has access to a google account with their personalized Gmail (email) account. Some of the **classroom management practices** include the use of Google Classroom. Teachers email a class or group of students a specific assignment with instructions, deadlines, and guidelines for submission. Students are able to open a link to view the assignment and create documents using google docs. They then submit the completed assignment electronically by following the specified link or by simply following the instructions in the google classroom email. The district also orders new textbooks as an online resources instead of a traditional printed books and uses PLATO as a credit recovery program. These digital instructional materials are accessible in all classrooms and throughout the campus. With the TLPG, digital instructional materials, Google Classroom, and E-books, will be available for student access from home using the new Chromebooks.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Valley View HS and ECC students currently have access to classroom computers, computer labs, laptops, Chromebooks, and iPads which have been purchased with IMA Funds from previous years, yet not sufficient for a lending program. This equipment is used by students for research, access software, download links, create presentations and complete and submit homework assignments. The most heavily used media are the Google Apps for Education, a collaborative toolkit in which students use their account to create electronic documents in lieu of Microsoft Office. Google Classroom enables teachers to issue an assignment and students are required to complete and submit it electronically. Teachers have made use of this equipment to incorporate researched-based and effective practices in student learning with use of digital materials such as E-textbooks, electronic classroom lessons, graphics, images or photos, audio and video, simulations, animations, prepared presentations, web links, software, and programmed learning modules. The list below provides a breakdown of the use of **digital instructional materials** by grade level, subject areas, and digital content that is utilized and planned ahead of time in the district-wide curriculum lesson plans.

- **9th Grade Math - Algebra I:** Computer, Smart Board to display graphics, Kutasoftware online curriculum tools, Study Island learning modules, Brain Pop animations and videos
- **10th Grade ELA - English II:** Remind 101 that sends students school-related electronic messages, EIKI Projector and Document Reader to display electronic documents, Computer labs, Study Island learning modules
- **11th Grade ELA - English III:** Pearson Success, Document Reader for Reading Strategies
- **11th Grade Science - Physics:** web link Physicsclassroom.com, Document Reader, Computer, Projector, and use of Smart Board for simulations
- **9th - 12th Science - Biology** - web link biologyjunction.com, Brain Pop animations, Study Island modules, United Streaming to view videos from Discovery Education website
- **12th Grade Social Studies - U.S. Government:** Computer for research and access software and links, EIKI Projector, Smart Board for simulations, Video Clips, and PowerPoint Presentations

Each content area department has the flexibility to create lesson plans that best meets the needs of all students and use the array of digital media made available to all students, mostly economically disadvantaged students.

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Schedule #17— Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our vision is to explore and evaluate new emerging technological methodologies to be incorporated into curricula to facilitate knowledge construction and provide **equitable technology access** for all students, and staff. Valley View ISD strongly feels that our mission is to ensure academic achievement and excellence of all of our students. Valley View ISD primary goal is to improve student performance at every grade level and to develop technology-based strategies in order to exceed present academic goals.

Having a reliable Internet connectivity at each campus creates an enhanced effective learning environment. The district existing technology **infrastructure** is focus on the resiliency to avoid instructional down time while accessing online Internet, high-quality digital content for teachers and students. Each of our campuses has the appropriate infrastructure [LAN and wireless LAN] to accommodate the TLPG devices. Each instructional classroom has a dedicated wireless access point to accommodate up to 25 wireless devices. Each campus connects to our data center via a dedicated 10GB fiber connection and 1GB backbone fiber **Internet connection** to our service provider.

We value the importance of having a budgeting plan for staffing, and resources for ongoing monitoring, management, and preventative maintenance of the network infrastructure. We have the needed human capital to sustain and maintain the devices being proposed by the TLPG. One of the technology department goals for 2017-2018 is to cross train the technology team in other areas of system management including the key elements of the infrastructure plan but not limited to these items listed below:

- Device and network management/monitoring
- User help desk and support
- Security filtering
- Maintenance and upgrade of devices and equipment
- G Suite Administrator Certification
- Future demand and forecast network capacity planning
- Network redundancy for high availability
- Google SSO for teachers and students
- Data interoperability and standards

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108916

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participating Campuses - The technology equipment will be distributed to the Early College Campus (ECC) and Valley View High School based on Average Daily Attendance (ADA) of high school students.

Management - School librarian will provide training to students and teachers on the required procedures for checking out the mobile devices. They will be responsible for managing the circulation and distribution of the mobile devices with a check-out library management system. Each device will be marked with a barcode label to be scanned when item is checked out from the library.

Distribution - The barcode used in a project management system for check out and circulation will be scanned using Follett Destiny to keep a record of the date, time, name of student who checked it out, and length of time it was been checked out. Students will have access to devices on a rotational basis as needed. The 20 devices with Internet capabilities will be checked out at the beginning of the semester and turned in at the end of the semester with priority given to those economically disadvantaged students enrolled in college courses that have no internet access at home.

Maintenance - All devices will be collected at the end of each school year to perform system updates and maintenance. During the school year, students will be directed to immediately report any problems with the devices to library staff as per the Technology Lending Agreement contract. The school librarians, who have experiences with troubleshooting, resetting devices, system updates, and tracking problem occurrences, will take a proactive approach to fixing reported problem. For any problem that cannot be corrected at the campus level, the librarians shall submit maintenance requests to the District Technology Department by creating Help Desk tickets for the technical team to address technology concerns. Maintenance will depend heavily on the available equipment warranty of 1-3 years depending on cost.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Director, Jorge Martinez, will coordinate the cohesive use of equipment from all sources. The campus librarians will make equipment available for lending, ensure all students have dedicated access to a technology device, oversee the project management system to efficiently check out and check in devices, and keep records of how technology lending equipment is accounted for with the following policies and procedures:

Policy - Access to the District's technology resources, including the Internet, shall be made available to students for instructional purposes (LOCAL). Technology and Instructional Materials shall be furnished without cost to the students. The district may not charge a student for instructional material or technological equipment (LEGAL).

Inventory - Each device will be marked "Property of Valley View ISD" and affixed with a barcode tracking label that will trigger sensors at library exit doors. The tracking information will be stored in the inventory tracking system. Each device's will have an individual serial number, product type, and purchasing information. Librarians will create an inventory report at the end of each semester and submit this report to the campus principal and technology director.

Lending Agreement Collaboration - Students and parents/legal guardian will sign a Technology Lending Agreement Contract prior to the distribution of a device. School librarian will be responsible for keeping the devices in distribution.

Care of Equipment - the condition of the device at checkout and check in will be recorded. Misuse and damage will result in fines, these fines will be recorded in the library database.

Insurance - Equipment will have the 1 year manufacturer warranty for parts that is included with the purchase of the technology equipment. The Technology Director will report to DWEIC on the number of insurance incidents that occurred during each quarterly period.

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